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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * FEBRUARY 1973

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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers Extension workers, in their roles as educational leaders, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

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Director: Walter John
Editor: Mary Ann Wamsley

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EXTENSION SERVICE

REVIEW

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It helps to have a goal

Several State Extension Services in recent years have worked with leaders in agriculture and related industry to set specific agricultural income goals, and then to carry out concentrated educational efforts to reach them. Announcements by four States in the past few weeks indicate that this method is a good one.

Texas' goal, set in 1968, was \$3.76 billion in agricultural income by 1976. They exceeded that in 1972. Director Hutchison credits the goal, and the educational efforts designed to reach it, as being a key factor in the achievement. Florida's DARE (Developing Agricultural Resources Effectively) program has helped increase agricultural income by 115 percent since it began in 1964. That State just passed its 1975 goal of \$1.5 billion in cash farm income.

In Louisiana, the 5-year "Giant Step" program, which ended in 1972, exceeded its goal by \$35 million. Cash farm income plus value added by processing and marketing brought agriculture's contribution to the State's economy to \$2.6 billion last year. And Mississippi's 10-year goal of \$1.5 billion by 1975 was reached in 1972—3 years early.

These are examples of the value of setting a definite goal and then focusing all appropriate Extension educational efforts sharply on that goal. It means making a public promise—maybe even sticking your neck out—but it provides a unity of purpose which can lead to significant accomplishment, as these four States have shown. And because people can relate these accomplishments back to a publicly stated goal, Extension's image benefits.—MAW

Why do 4-H'ers drop out?

by
Karen Stamm
Milwaukee County Youth Agent
Alice Blechl
Milwaukee County Staff Assistant
and
Mary Dahlman
District Programing Specialist
Wisconsin Extension Service

For several years the youth development faculty in Milwaukee County, Wisconsin, made "educated guesses" about why some 4-H members left the program after their first year.

To discover the real reasons, they decided to survey a sample of members from 1971 who did not return.

Working together, the staff assistant, district program specialist, and youth agent developed a plan for conducting the survey.

The staff assistant compared the 1972 enrollment with that of 1971 and made a list, including name, address, and telephone number, of members who did not return. In addition, information on age at enrollment, club size, and club tenure was recorded.

The youth agent and district programing specialist developed a simple 1-page, five-question telephone interview format for questioning parents of the members.

The interview guide included an introduction explaining the purpose of the call, and the following questions:

—Could you tell me why (name) did not return to 4-H this year?

—Do you think (name) learned anything from 4-H? What do you think (he) (she) learned?



Staff Assistant Alice Blechl, above, surveys the mother of a former 4-H'er to find out why he did not continue.

—Do you remember how many meetings (name) attended? How many?

—Were any of the meetings project meetings?

—Do you have any additional comments you would like to make?

Fifty percent of the 486 members enrolled in the program for the first time in 1971 did not enroll again in 1972. Sixty of the 241 dropouts were chosen for the survey, and 46 contacts were made. In nearly all cases the mother of the former member was interviewed by the staff assistant.

The analysis of the data gathered provided the following information:

—Although a slightly higher percentage of dropouts came from clubs with memberships of 75 to 100 youth and from new clubs, the differences were slight.

—Younger first-year members drop-

ped out less frequently than older members.

—The reasons for not returning to the program were varied, but seemed to fall into three categories: unavoidable circumstances (illness, moving); dissatisfaction with the program (bored, leader never had meetings); and the need to limit activities (taking organ lessons, transportation.)

—Half of the mothers felt that 4-H had been a learning experience even though the member was not returning. Most of these members had project learning experiences. Nineteen of the people interviewed mentioned specific project areas in which the members gained knowledge.

—The amount of participation in the program ranged from none to attendance every week. About half of the responses indicated average or above average involvement for a first-year member, and about half indicated very little participation.

It is unrealistic to expect every young person who joins 4-H to remain involved for a second year. In Milwaukee County, however, the conclusions we were able to draw from our survey have convinced us of the need to minimize the turnover related to unsatisfactory 4-H experiences.

We are encouraging leaders to:

—Find out why members drop out. Suggestions for program improvement can come from them as well as from those who remain in the program.

—Contact the 4-H Youth agent if distance is a factor in members' dropping out. Perhaps another club can be started in a more appropriate area.

—Involve members as soon as possible after enrolling. Younger members in particular are anxious to start and can easily lose interest.

—Consider giving older first-year members more responsibility and allowing more involvement. Although they are first-year members, they probably want to be doing the same kinds of things as their peers.

—Allow members to set their own pace and make their own decisions. This should help maintain interest, especially for older members. □

by
J. Clayton Herman
Assistant Extension Editor
Iowa State University

Aides assist low-income farmers

An agricultural aide (left) and Taylor County Extension director (center) show a limited-resource farmer how to select sheep by inspecting condition of ewe's mouth.

Are there limited-resource, low-income farmers in one of the Nation's richest farm States? Does Extension have a responsibility to seek out and serve such farmers?

Iowa Extension workers say "yes" to both questions. And they have developed a system to reach this often-overlooked audience.

Key to the Iowa system of reaching limited-resource farmers is the paraprofessional agricultural aide. "A farmer who works with farmers," is Clarke County Extension Director William Sirowy's description of the agricultural aide program in that county.

The paraprofessional Extension workers serve limited-resource farmers in four counties of Iowa's Midcrest Extension Area in the southern part of the State. "Helping the county Extension director do his job," is the way one agricultural aide views his task.

James Almquist, Midcrest Area Extension Director, believes that all people—not just the "elite" farmers—are entitled to Extension's services.

He has a deep conviction that "not only are small farmers entitled to our help and assistance, we are interested



in improving their well-being so they can find a satisfactory life for themselves and their families as they work on their farm—whether the farm is 40 acres, 120 acres, or 1,000 acres."

With that philosophy as a guideline, Almquist and his staff decided that since a county Extension director did not have time for the needed one-to-one counsel and assistance to limited-resource farmers, he needed help. The kind of help needed was another farmer who had rapport with the limited-resource farmers, they reasoned.

Almquist presented to the ISU Extension administration a proposal to hire four paraprofessional agricultural aides in two counties as a pilot project. The administration approved the project for a 6-month trial from January through June 1972.

The 6-month program impressed enough people that the project was extended indefinitely. The program also expanded into two additional counties at the requests of county Extension directors. Now five agricultural aides operate in four counties.

Almquist also believes in helping small farmers use the services of existing agencies. The aide explains to his limited-resource clients the programs and resources of agencies such as ASCS, FHA, Social Welfare, employment service, and banks. When necessary, he even helps his client get appointments.

An important concept the Midcrest staff drives home is that an aide's role is more than that of a visitor or pamphlet distributor. "We feel it is important that an aide work hand-in-hand with a client," Almquist explained. "When there is a task to be done, the aide must be able and willing to roll up his sleeves and assist the client in accomplishing the task."

Such a working relationship acts as a demonstration that use of a specific method will enhance the farmer's operation. The aide may have to repeat the demonstration two or three times before the farmer adopts the method.

By working intensively with 30 to 35 clients, an agricultural aide maintains a close relationship with them. He calls on each client at least once every 2 weeks. Calls vary with the season of the year, the aide's client workload, and client needs.

Competency of the agricultural aides is important to the program's success. Midcrest Extension professionals—both county and area staffs—enhance the aides' work by providing meaningful inservice training. This is accomplished by monthly staff conferences and inservice training sessions for the aides conducted by the county and area staffs.

In addition, the county Extension director meets with his aides for a counseling session once every 2 weeks. At these sessions, the director and aide discuss the problems and progress of each client.

The aide keeps a written log of all calls and maintains a reference card for each client. He makes notes after each visit so he can recall points he needs to discuss with his county Extension director.

The county Extension director is the aide's direct supervisor. If an aide

needs further resource help, he can directly contact an area Extension specialist.

Almquist emphasizes that no additional professional staff has been hired for the agricultural aide program. The aide program does take priority over some traditional programs carried out in the past, he admits.

But nothing has been cut from schedules—the agricultural aide program is inserted into an already busy Extension educational program.

Almquist feels that the program can be accomplished without a lot of administrative overhead. "The primary ingredient is that the total staff must have the conviction that working with the small or low-resource farmer is important," he says.

The aides were hired through ads placed in local newspapers by the Midcrest Area Extension Office. Applicants were screened by the county and area staffs.

All agricultural aides are farmers or recent farmers. They live in the area they serve. Their employment is arranged so they can continue their farm operations while working for Extension.

Aides can work a maximum of 40 hours per week, but their budget is based on a 10-month year. The current average wage is \$2.50 an hour. Travel is reimbursed at 10 cents a mile and other out-of-pocket expenses are reimbursed just as they are with the professional Extension staffs.

It's difficult to put a dollars and cents evaluation on any educational program, but many accomplishments can be cited as a result of the aides' work. County Extension directors report new faces showing at Extension meetings as a result of the aides' invitations to limited-resource farmers.

FHA and bank representatives praise the program because the aides are reaching some of their clients in a way that they are unable to do.

The aides encourage some limited-resource farmers to seek other employment, or at least part-time employment, when their farm resources are inadequate to support their families.

Local employment offices and businesses cooperate in placing the referrals into jobs when they become available.

Agricultural aides and nutrition aides have a close working relationship. They may have the same client. And sometimes an agricultural aide determines that a nutrition aide can do more for a client than he can, and vice versa.

Money management seems to be a universal problem of limited-resource farmers. Often, adequate credit is not available because of the client's low equity, risky repayment capacity, and previous management track record.

Therefore, an aide has a big job in counseling his clients on the wise investment of their limited resources. The aide's efforts must be closely coordinated with the credit supplier.

Some clients simply need to be made aware of current assistance programs. One aide reported a client who had bought seed to renovate a rundown pasture, but did not realize that it could be cost-shared by the Soil Conservation Service. The aide helped him sign up for pasture improvement assistance, and he collected nearly \$900 that he would not otherwise have received.

Aides help in other ways, too. A limited-resource farm widow, for example, had rented her farm to an area farmer, but he later decided not to operate the farm. The aide helped her contact an attorney, who notified the farmer that he would have to operate the farm as contracted or permit another farmer to operate it.

As a result, the farm was operated and a bumper crop was harvested. The widow shared the proceeds which otherwise would have been lost.

Numerous other examples could be cited, many involving substantial financial gain for the limited-resource farmers.

But less easily measured traits, such as increased confidence, improved managerial ability, proven credit worthiness, and elevated living standards, may far exceed the dollar benefits that can be counted. □

by
Barry W. Jones
Rural Development Editor
Georgia Extension Service

Mosquito control enhances community life

For the first time in their memory, many residents of Vienna, in Dooly County, Georgia, are enjoying their summer nights.

Why? Because each week 19-year-old David Musselwhite, a college student, climbs into a city truck with an ultra-low-volume spray gun mounted on its bed and sprays the city street by street for mosquitoes.

David's efforts are part of an ambitious pilot research project on mosquito control being conducted in Vienna by the Georgia Cooperative Extension Service under a grant from the Rural Development Center (RDC) in Tifton.

"Before the project, you couldn't get outside after sundown," said Allen Fulford, Dooly County Extension agent. "If you got out there and stood still, you just couldn't stand it because of the mosquitoes."

"We have a little league baseball program here," said Vienna's Mayor Hobby Stripling, "and it was just unbelievable how miserable people were at something like that."

And now all that is changed because of the mosquito control program. "Now people are cooking out, sitting out on porches, and going to little league ball games unmolested, and they are really enjoying it," Fulford said.

Not only are the people of Vienna happy about the research project in their town, but many of them have been voicing their pleasure to city officials.

Vienna City Manager Stanley Gambrell remembers one day not long ago

when a woman resident of his town called with praise for the project.

"I don't know who this fellow is who comes around spraying for these mosquitoes," she said, "but if you have to, I want you to raise his salary."

"That truck came by my house last night and I was able to get out there and hoe my garden for the first time like it ought to be hoed. If you have to, you can add a little bit onto my taxes to help pay that man's salary."

Mayor Stripling also hears his share of good remarks about the program. "We have comments every day about the success of the program," he said. "People tell us it is working and that mosquitoes are just not a problem since the program began."

The three men most responsible for this popular program are Fulford, Musselwhite, and Maxey Nolan, an entomologist with the Extension Service.

Nolan and Fulford designed the pilot project and also wrote the proposal for the \$8,850 it took to finance the program last summer.

"We had been trying to find some funds available for this kind of research for some time, and it just so happened that Allen Fulford indicated an interest in it," Nolan said.

"We have a lot of information about mosquito control along our coasts. For people living there, it is a standard thing to pay for mosquito control."

"The problem is that we don't have any information about the cost of control of mosquitoes in landlocked rural areas," Nolan continued.

"We have often had requests from

mayors and other leaders about what it would cost their towns to run a mosquito control program, but we do not have the information available anywhere."

The desire to provide this type of information to Georgia's rural areas led Nolan to pursue the extent of Fulford's interest in the project.

When Fulford indicated that he had the cooperation of the city and county people, Nolan chose Vienna as the pilot town in the proposal he submitted to the RDC.

He also had another good reason for the site. "Dooly County is an overlap area for the different species of mosquitoes," Nolan said. "We have almost every kind of Georgia mosquito right here."

In his proposal, Nolan had two far-reaching goals. "First of all, we want people living in ultra-urban areas to spread out a little bit and come down to places like Dooly County to live."

Nolan considers the mosquito problems in Georgia's rural areas a deterrent to such relocation. He thinks the information he is gaining on mosquito control will help in this overall effort to ease the overcrowded urban areas.

A second objective Nolan thinks his research can contribute to is increased tourism. "If any county up or down I-75 or I-85 sets up a campground or a trailer park or something for tourists, the developers would have to control the mosquitoes. If they didn't control them, the word would get out and there wouldn't be any business."

To gather his mosquito control data, Nolan has utilized Musselwhite's ef-



Checking one of many light traps stationed around Vienna to monitor mosquito populations are (left to right) County Agent Allen Fulford, spray operator David Musselwhite, Extension Entomologist Maxey Nolan, and City Manager Stanley Gambrell.

forts to try to manage the mosquito populations in Vienna.

In addition to his spraying tasks, Musselwhite has been working all summer to monitor the adult mosquito population, using light traps, biting counts, and complaints.

When Musselwhite tabulates his results from this monitoring work, he can better determine where and with what frequency to spray. His results also are sent on to Nolan in Athens for compilation into the total research project report.

From results tabulated so far, Nolan feels he has just barely scratched the surface in gathering the mosquito control information needed to realize his goals.

For a control program to be completely successful, he says, the effort must be carried beyond just one town to other towns and rural areas in a given area.

"If we can locate a program in a county seat and do a good job there, then we can move into the surrounding smaller towns and rural areas in the

county and tell them the story," Nolan said.

"It is better for everyone if the whole county gets involved in a program like this. You can control mosquitoes for a while in a town like Vienna, but if you don't expand the control program out into the county, mosquitoes eventually will migrate back into town."

According to Nolan, good mosquito control will not mean spraying the entire county. This obviously would not be economically feasible. Instead, he sees a 100 percent countywide effort involving economics, drainage, and clearing, with insecticide spraying being only a small part of the program.

"It will cut down the cost of a mosquito control program in a densely populated area if the pests are controlled in outlying areas," Nolan said.

"I think this is really the kind of information we are trying to find at the RDC. It is something that benefits all the people."

According to Mayor Stripling, it is one of the most universally beneficial programs he has ever been involved with as a public official. It has added to the comfort of all Vienna's citizens, whether rich or poor.

In fact, he thinks the poor people of his town have been helped more than anyone else, because they are the least equipped to escape the pests.

To paraphrase County Agent Fulford: Because of this project, people are comfortable. When they're comfortable they're happy, and when people are happy, everybody's better off. □

by
Helen T. Puskar
Home Furnishings Specialist
and
Stanford M. Lembeck
*Community Housing and Planning
Specialist*
The Pennsylvania State University

Making low-cost home furnishings

Whether a limited-income family "makes it" in today's complex society often depends upon their use of all available resources. Helping families recognize resources is a challenge to anyone who wants to help improve quality of life both in the home and in the community.

This was the theory behind a home furnishings program for limited-income families which has been planned, piloted, and presented in 44 Pennsylvania counties during the past 3 years.

A wide variety of home furnishing items—related to such things as lighting, space use, beauty, and storage—can be made in a short time from resources found in most homes.

The program was aimed not only at the limited-income families, but also at personnel of other agencies who work with them.

Represented were the Department of Public Assistance, Head Start, Homemaker Services, the Salvation Army, Welcome Wagon, YWCA, and many others. Extension nutrition aides participated, too.

In cooperation with Elizabeth Langsdale, home furnishings specialist from Maryland, we sought help from several commercial sources and made surveys of related activities of other State Extension Services.

Questionnaires were sent to families with limited incomes to find out what they wanted or needed for their homes, what resources were available to them besides money, and what items might be acceptable to them.

Some sample items were made and tested for low cost, practicality in terms of time and skills available, and acceptability to the audience.

Later, funds received under Title I of the Higher Education Act gave impetus to further development of ideas, methods of teaching, and actual items for use.

The Title I educational program was piloted during the 1970 fall term at The Pennsylvania State University. Thirteen students, two resident staff members from the College of Human Development, and the Extension home furnishings specialist cooperated with the Blair County home economist, Marilyn Hartman, and the community development coordinator and staff from Blair County to develop and carry out the program.

The in-field part of the program was carried out by the 13 students—12 women and one man—who received credit toward their majors in housing, home art, or home economics education. All were juniors or seniors.

Interest in this type of project was high. The students were included in planning sessions with the local people. They then worked on items that would meet the needs of the people who had attended.

The students quickly established good rapport with their audience, and did an excellent job in this mutual teaching-learning situation. OEO personnel recruited the audiences and arranged for meeting places. Resident



and Extension staff coordinated the program.

Objectives of the program were to help participants recognize and utilize individual and community resources related to home furnishings and to construct some basic home furnishings items using these resources.

Repeated comments by women indicated that they learned many things—sometimes things we assumed they already knew. Getting ideas and creating items in a group situation was



Above, workshop participants learn to make inexpensive wastebaskets from discarded food cartons. At left, a homemaker prepares to put used milk cartons to a new use.

personally rewarding and often was the highlight of a day.

Women were interested in improving the environment of their home and appreciated efforts to help them to do this. Expressions of creativity brought much satisfaction and increased self-esteem. The women were proud of the items they made and hurried home to show them to their families.

According to Kay Maloney, OEO Coordinator, "There was also a lot of pride and self-esteem in the fact that Penn State related directly to the people. Real upgrading of people mostly comes about when self-worth is increased."

Using the responses from women who attended the workshops, we determined which items were acceptable to the majority of people.

During class discussion, often the most expressed needs were in the physical aspects of family life, such as the building, storage, and privacy. Yet projects undertaken with the most enthusiasm related more to decorative values.

The items the women made were important for several reasons. First, they met a need. Second, they were made from resources found in most homes or easily available at little or no cost. And finally, they met criteria for comfort, convenience, beauty, safety, and low cost.

After the pilot program was finished, directions for making some of the home furnishings items were written and duplicated for use with groups who participated in the followup workshops.

These directions were written in simple, easy-to-follow steps and included enough drawings so a minimum of reading skill would be needed to make them.

Items for which directions are available include a pillow stuffed with plastic bread bags; a stool made from cans; a multiple clothes hanger; a kaleidoscroll—a simple wall decoration; a chair made from tires; covered coffee cans; and a meat-tray lamp.

In the counties where the program was presented, a learning situation was planned using the low-cost items as motivators. The home furnishings specialist conducted 2-day sessions in single counties or groups of two or three counties.

Home economists from the participating counties invited other agencies working with low-income families to send representatives to these sessions.

Some items were more popular than others, and preferences varied among counties. But response to the workshops was favorable everywhere, and audiences indicated that they would teach others what they had learned.

The participants identified money as an important resource, but also learned that it is not the only resource. For example, almost everything we buy comes in a package, and these packaging materials may be used to make the home environment more pleasing.

When recognized as a resource rather than an "ecological problem," these materials can be used in many ways to meet family needs and to express creativity.

Plastic bags are used to package bread, oranges, and other food products. Eggs and meat are sold in a different form of container. Both are illustrations of a "found" or free resource which enters most homes.

When packages are empty, the homemaker either discards them or uses them in different ways. If used, they serve a dual purpose—ecological, and meeting a need.

One way to use plastic bread bags is in a pillow or decorative cushion. The cover can be made in a short time from a scrap of fabric or part of a worn garment. After the bread bags are washed and dried, they are stuffed into a cover to the desired fluffiness.

Visual stimulation, such as a small, easily carried cushion, attracts attention and interests a homemaker. Once her attention is gained, a teachable moment is created. As ease of construction is demonstrated, other related questions can be discussed.

Nutrition aides and others working with disadvantaged families are quick to recognize the practicality of this idea. They also see the relationship between a home furnishing item and a food product.

Valuable lessons can be learned using these resources as tools to teach many things including nutrition, sanitation, comfort, convenience, and appreciation of beauty.

Other topics which have been discussed as background information include good and poor environment; problems related to environment; and resources other than money which can be used to enrich homes. □

by
William R. Beasley
Extension Information Specialist
Montana State University

Montana 4-H'ers discover drama

"All the world's a stage" is never more apparent than each spring when hundreds of 4-H members in Missoula County, Montana, take bows at the annual Drama Festival.

"The play is the thing," and has been for a quarter of a century in the western Montana community as the 4-H/Kiwanis Club Drama Festival takes shape and curtains go up and down. Since 1947 the festival has been a highlight of each year's 4-H activities.

The 25th annual Missoula County 4-H Drama Festival, in April 1972, involved about 350 members and leaders. Eighteen clubs participated.

It took a lot of man-, woman-, and youth-power before blue ribbon plays from district playoffs were presented the final night.

That night was dedicated to Anthony R. Rollin, the man who started the festival and put a lot of effort into it for the next 16 years. He retired as Missoula County Extension agent in 1963.

His favorite play, "The Blue Teapot," won the first competition and was repeated in his honor this year. He also was presented a blue teapot inscribed "25th Anniversary" at a reception following the finals.

"The Belles of Horse Fly Gulch" won the 1972 grand award for the Orchard Homers 4-H Club. It was selected by the finalist judges, Ed Blackler of the Missoula Children's Theater, and Roscoe Drown, former Hollywood stuntman.

The district judges were a high school drama instructor and another Children's Theater representative.

David L. Bertelsen, present county

Extension agent, credits Rollin and others for making it easy on the Extension Service staff.

The Missoula Kiwanis Club is sponsor of the festival, and the Missoula County 4-H Council is its director—on a permanent basis. The council names a committee which picks a festival chairman, district chairmen and judges, and helps find directors and assistants.

A Kiwanis member serves as master of ceremonies and provides club and individual awards. It is traditional for the winning cast to present its play at a Kiwanis meeting.

Awards are given for the outstanding actor, actress, character actor and actress, supporting actor and actress, and bit actor and actress, on both the district and finals level.

The 4-H members gain appreciation for drama as they present a variety of plays. Comedies are most popular, but plays range from fairy tales to science fiction and from children's theater to satire.

The winning play usually is performed for other audiences, too, such as at school or community functions.

Second-generation participation has helped make the Drama Festival a real tradition. A participant in the first festival was leader of the club which won in 1969, and had a son and daughter in the cast.

The festival committee (five 4-H leaders and a Kiwanis agriculture committee member) organizes a pre-festival workshop for directors in addition to scheduling contests and supervising.

One committee member works with the press. A picture session at rehearsals the day of the finals helps

the local daily newspaper provide timely coverage, announce winners, and do a picture feature. The Kiwanis awards are presented on KGVO-TV.

The role of judges is critical. They see all district contests to rate plays and individuals. They ignore applause in applying rules. They explain what is good or bad, and what could improve the play. Judges have disqualified a crowd favorite for missing the 15- to 30-minute time limit.

The 4-H'ers handle details, from picking a play and finding a director to casting and conducting rehearsals, with little adult help. Some members perform up to 6 years, and may advance to director. One is now a drama teacher.

Missoula high school drama teachers say they could almost pick candidates for Thespian drama honorary on the basis of 4-H Drama Festival training.

For many the festival is their only chance to act on stage—to "make believe realistically." A drama teacher who served as judge said participants "really come out of themselves."



Above, villainous Cyrus Smellworthy intimidates Farmer Tolliver and Marigold in the Orchard Homers' production of "Belles of Horsefly Gulch."

He added that the festival provided a start for some of the most polished performers at his school. A boy who accepted a role despite a severe speech impediment now is headed for a career as a drama teacher.

The festival makes a small profit from 25-cent admission fees (50 cents at the finals), after token payment to judges and other expenses.

There is little subsidy from the Extension staff, which prints programs, helps with news releases, and handles some details in about 6 man-days.

Those involved in the festival agree that it helps the participants:

- learn to work effectively as a team,
- gain poise and confidence,
- develop speech projection,
- develop appreciation of drama,
- and
- accept sportsmanship as a way of life.

After 25 years, Missoula County 4-H members know the play is the thing, and they have a good thing going. □



The witch from "Hansel and Gretel," left, was portrayed convincingly by a member of the Horse and a Half 4-H Club. Below, she terrorizes her victims.



At left, Dorothy and Toto the dog are shocked as the dancing Scarecrow collapses in the Missoula Sparklers' version of "The Wizard of Oz."

by
R. L. Hurst
Coordinator
1890 Extension Program
South Carolina State College

1890 program aids communities

South Carolina State College—an 1890 land-grant institution—and Clemson University have launched an Extension program to strengthen rural community structure in the State.

Here is an explanation of the approaches used to get the project going.

First, a committee from State College and one from Clemson University met to discuss how State College could best use its talents in rural outreach work, as well as bridge any gaps existing in present research and Extension programs conducted by Clemson.

After reviewing existing rural needs, a decision was made to work with low-income families in three pilot counties: Chesterfield, Georgetown, and Hampton.

Now designated the 1890 Extension program, it is an integral part of the total Cooperative Extension effort of Clemson University.

Duplication of effort is being kept to a minimum, and the program is attempting to give social exposure and learning experiences to youth, upgrade the quality of rural home life, and strengthen the rural community structure.

Clemson University's Cooperative Extension Service is making all possible resources available to State College. For instance, C. A. Brown, associate county agent in Marion County, and Mrs. L. J. Limehouse, associate Extension home economist in Bamberg County, were selected by the 1890 coordinator and approved

by the State director to serve as camp directors and regional coordinators of the 1890 program.

Nine Extension aides from each pilot county are employed by the program and work with at least 20 families each throughout the year. They also attended and participated in the camping program.

As soon as they can be found, a professional rural youth program leader will be placed with each county staff.

The goal of the youth program is to raise the aspirations of low-income rural youth and help them prepare for a better life within the existing socioeconomic system.

The principal focus is on 9- to 16-year-olds. Many youth in this group desire more than their meager means can support, and they despair of improving the situation. Their confidence must be challenged in a real and overt manner by the existing institutions to help them achieve better living.

Learning experiences are provided in organized youth clubs in each community. The objective is to direct their interest into creative, constructive, and supervised activities. Local youth councils are organized as a coordinating group.

Teen and subteen clubs seek to:

—generate programs in recreation, arts and crafts, and youth outreach activities, such as community beautification, voter registration, and home gardening,

—form musical groups and baseball teams, and

—provide general buzz sessions on drugs, sex education, economic systems, or other selected topics.

Most rural youth from low-income families have never been financially able to attend a summer camp. Job opportunities for this group are limited and most young people spend their summer months in nonproductive pursuits.

It was decided that a free camping experience would be highly beneficial for these youth, and with the approval of ES-USDA, funds were allocated for camping.

About 600 underprivileged youths from the three pilot counties enjoyed a 2-week, cost-free camping experience at Camp Daniels near Ellore during June and July.

The daily camp program included such activities as swimming, fishing, sports, group singing, and vespers.

The schedule also included classes in personal hygiene and sanitation, food and nutrition, arts and crafts, dancing and singing, industrial arts, and personal grooming. Special activities included a talent show, a dance, a camping trip, and a boat ride.

Twelve counselors—college and high school students—were part of the camping staff. They kept activities rolling by providing instruction in the classes. They also provided a big bundle of much-needed empathy and love.

The camp program concentrated on young people from families with limited income, both black and white. These youngsters have many potential problems, related to such things as drugs, sex, and the belief that they can get something for nothing. Where these have taken hold, we try to reorient their thinking into more constructive channels.

Brown says, "I had a little group that would not become involved. So I took them on a boating trip and talked with them about job opportunities, their personal conduct, and getting 'hung up' on the wrong things. I appealed to them to make something of

themselves. Afterwards, they began to take part in group activities."

If young people are going to succeed in life, they must believe that they will be rewarded in proportion to what they can do. So we tell them, "If you can create a salable product, you will be rewarded for it."

A Wednesday night program encouraged the youth to do well whatever they undertake, and to stay in school until they learn a salable skill.

Mrs. Limehouse says, "It was heartening to see these children find something within themselves they didn't know they had, especially a talent. Then they began to blossom, to take part in games and help in the dining room."

Camp directors noted a definite improvement in grooming and personal habits after 3 days. By the end of the 12-day camping period, dramatic changes could be seen.

Camp counselors encouraged the young people to take the information they had learned back home and to take part in the new community structure in their counties.

Upgrading the quality of home living—State College's second Extension goal—involves the total family in projects. Specialists from Clemson University and State College are training program assistants to work with rural families.

The assistants help families with such things as gardening, food preservation, sanitation, beautification, and clothing.

The specialists also are teaching the program assistants how to encourage better family relationships.

Program assistants advise families about services available from other agencies. If the family does not have transportation, the aides take them to the county and State offices to get available assistance.

Community revitalization—the third objective of the 1890 program—encourages interaction between common interest groups by finding the strongest bond of interest within the community that will draw families closer together through intergroup action.

A county advisory committee offers suggestions on the most pressing problems and schedules priorities for meeting community needs.

The 1890 program workers in each of the pilot counties, in cooperation with the county Extension staff, obtained a community house from local officials. These facilities are large enough for adult group meetings and youth activities.

Adjacent land is used for demonstration garden plots and recreation. Presently the buildings are being equipped with sewing machines, a gas range, deep freeze, refrigerator, and record player.

The total program on community restructuring seems to be on the right track toward getting rural families to talk, sing, sew, visit, and pray together again. □



Above, a group of girl campers try their hand at learning a new craft. The boys at left are developing some new skills which will help them make simple repairs around their homes.

Secretaries deserve training too

by
Russell D. Martin
Coordinator
Communication and Inservice Training
New York Extension Service

Do you take your secretary for granted? Do you consider her a combined office manager, artist, audio-visual expert, public relations specialist, and authority on Extension programs and policy?

When these questions were posed to Cooperative Extension agents in New York State last summer, the answer was nearly a unanimous "yes, but we think they should be helped to do an even better job."

The outcome? Agents from 47 coun-

ties, as well as specialists involved with eight related programs, sent 180 secretaries to the Cornell campus for a 2-day training program early in September.

So enthusiastic were the agents with the idea that they agreed to defray, from county association funds, all traveling and lodging expenses for their secretaries. College funds were used to cover their meals and other miscellaneous expenses.

So that the group could remain to-



Above, a group of New York Extension secretaries participate in a workshop on effective listening. At left, they learn how to improve the design of their direct mail pieces.

gether, a motel on the edge of campus was chosen as the headquarters for the entire program, although a few had to be housed in another motel nearby because of the large number who came.

From the time they registered on Wednesday afternoon, until they left at 3 p.m. Friday, they were one of the most appreciative groups ever involved in a staff development program.

To provide the women with the type of training they thought would be most helpful, we asked them to rank a number of topics related to their interests and area of responsibility. Then we set about trying to see how it all could be crammed into 2 short days.

The program was divided into two parts. First, there were those topics of general interest to all, and second, there were five separate workshops from which the secretaries were able to choose any two.

The planning committee agreed unanimously that the women should have an opportunity to tour the campus to see buildings and meet people that previously had been only an address or a telephone number.

The fact that only a few had ever been to Ithaca was the main reason why the program took place there rather than on a regional basis.

After an early dinner the first evening, the secretaries departed on a half-hour bus tour of the campus, followed by brief conducted tours of facilities used most frequently by the county offices.

These included the soil testing laboratory, duplicating services in the College of Human Ecology, and the distribution center for all Extension publications.

Thursday morning brought on the formal part of the program, handled in part by staff members in the Department of Communication Arts.

Among topics for the entire group was a session on "Improving Your Direct Mail," which dealt with the broad principles of where and when to use it, developing the right message, and ideas on layout and art.

The presentation on "Using the

Penalty Privilege" served as a refresher and also brought out many questions on interpretation of rules and regulations.

The same was true of the program on "Extension Fringe Benefits." In this panel presentation, conducted by representatives from the Finance and Business Office and University Personnel Services, the participants were brought up to date on the retirement plan and the health and life insurance programs.

"Your Telephone Personality," presented by a service adviser from the New York Telephone Company, included a film which served as an excellent basis for questions and discussion on proper use of the phone.

Humor, empathy, and common sense were effectively combined in the session on "Improving Your Letters," presented by an instructor in the School of Hotel Administration.

One of the highlights of the 2 days was "Your Public Image," conducted by a private consultant with years of experience, including that of operating her own finishing school. Discussion and demonstrations of diet, exercise, posture, wardrobe, and personal habits were effectively used to develop the theme of "letting your personality show through."

Three of the workshops—"Direct Mail," "Overhead Transparencies," and "Posters, Signs and Charts"—provided an opportunity to gain first-hand experience in some of the tasks the secretaries are called upon to handle back in their county offices.

The one on "Office Management," conducted by a staff member from University Personnel Services, explored new techniques in office procedures.

"Effective Listening" looked at the importance of good listening as part of the communication process, examined some of our bad listening habits, and provided an opportunity for each secretary to evaluate her own listening capabilities.

From the beginning, these 2 days were looked upon as an opportunity for secretaries from all parts of the

State to share ideas with one another. Many brought examples of internal communication forms and direct mail pieces, which were prominently displayed.

Other ideas were shared during "Eyeopener" sessions where participants were able to tell about a short cut, a trick of the trade, or other helpful techniques that might save other offices both time and money.

Extension Administration, too, had an important role in the program. The Vice Director presented a stimulating talk at the final banquet, and many of the other staff members were present to serve as hosts and hostesses. Several of them served as guides on the campus tour.

What was the reaction to the program? Both from the evaluations turned in by the secretaries and from the many letters received from them and their agents, perhaps the following comments best sum it up:

—"A most stimulating and educational experience,"

—"A great morale booster,"

—"Especially rewarding to meet and exchange ideas with secretaries from all over the State,"

—"We have a new attitude toward our role," and

—"Makes me proud to be a member of Cooperative Extension."

We are certain of one thing—the program was worthwhile, not only because of the knowledge and skills gained, but also because these members of the Extension family were made to realize how important they are to the success of Cooperative Extension in New York State. Plans are already underway to make this type of training an integral part of our staff development program. □



What is rural development?

The Cooperative Extension Service has been engaged in rural development constantly since it was established in 1914. Every effort to help a farmer or his family in those early years was a contribution toward building rural America.

Today, rural development has a broader meaning. But it still includes helping to improve agriculture and rural people, plus other services that have been added to its scope.

It recently was defined by the U.S. Department of Agriculture's Rural Development Committee as "making rural America a better place to live and work."

The Committee breaks the rural development functions down into four categories—community facilities, economic development, environmental improvement, and people building.

A symbol developed by the Department to identify these four components appears on the front cover of this issue of Extension Service Review. Let's look at the components in more detail.

Community Facilities include housing, transportation, utilities, waste disposal, and water supply. These are the basic material services which help people carry on their work more effectively in a rural community. Extension works closely with the Farmers Home Administration and other agencies in obtaining loans, grants, and other assistance for these facilities. This is where Extension's educational function and knowledge of community needs and public programs come into full play.

Administrator Kirby has emphasized that Extension education programs are having an impact in "helping people know better *how to live* as well as *how to make a living*." Extension workers seek to help in this "how to live" aspect by working with local people on problems calling for community consideration and group decisionmaking. It includes helping them get credit and utilize their full resources. And in the case of housing, we have a followup role in helping people to make better use of better homes.

Economic Development is self-explaining. It includes, first of all, the agricultural pursuits in a community. A prosperous agriculture is basic to a sound economy in rural areas. Extension has been unusually successful in its agriculture-building capacity.

This phase of rural development also encompasses business and industry, which now more than ever before, are

essential in providing supplementary employment and a broad tax base in many rural communities.

Environmental Improvement is one of the newer terms in rural development, but we have been at it a long time. It includes such things as conservation, land use planning, recreation, and the esthetics. The work of the Soil Conservation Service and local conservation districts in getting erosion under control has been of valuable import in improving environment. Extension had a hand in organizing these districts, and continues its cooperative action with local people in decisionmaking on land use in rural communities.

The Forest Service has done a tremendous job of providing recreational opportunities in national forests and other public rural areas. Extension has helped many farmers and communities develop the recreational aspects of farm ponds, lakes, streams, and woodlands for swimming, boating, skiing, hiking, hunting, and fishing. Youth in 4-H have taken the lead in beautification activities, in addition to their main programs of achievement and self-improvement.

People Building is the ultimate goal of nearly all government programs. And so it is with rural development. Included in this category are education, health services, job training, good food and nutrition, cultural amenities, youth programs, income security, leadership, and those programs that reach out specifically to the disadvantaged.

Assistant Secretary of Agriculture William Erwin says, "I cannot overstress that the whole area of people-building is extremely important in rural development." We would add that it serves well, too, in the city and the suburb. This "soft" category, as contrasted to the other "hard" categories, is primarily Extension's forte!

Almost any definition one can give to rural development would find Extension in the middle of it. All of our programs are aimed at development of human and natural resources. Nearly all Extension employees spend part of their time on it, and more than 600 of them devote virtually full time to community development work.

And this work is likely to grow in the next few years. Provisions of the Rural Development Act of 1972 assure some expansion of the total program. The 1974 fiscal year budget calls for a substantial appropriation under Title V to extend rural development educational programs. —Walter John and Donald L. Nelson